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This instrument and procedure was developed expressly for the evaluation of Manpower Development and Training Programs. It was developed within the State Department of Vocational Education to assist federal administrators appraise such programs and to assist operational level decision making. It provides for quantitative reporting, qualitative analysis, and descriptive narrative. Included are seven guidelines for writing the evaluation report. Elements of the instrument cover (1) program development, (2) trainees, (3) instructional staff, (4) curriculum, (5) supervision and administration, (6) facilities, (7) equipment, (8) supplies, (9) methods of instruction, (10) instructor training, (11) guidance and counseling, (12) placement and follow-up, and (13) evaluation. (EM)

VT007389   Arizona State Department Of Vocational Education

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AN INSTRUMENT TO EVALUATE
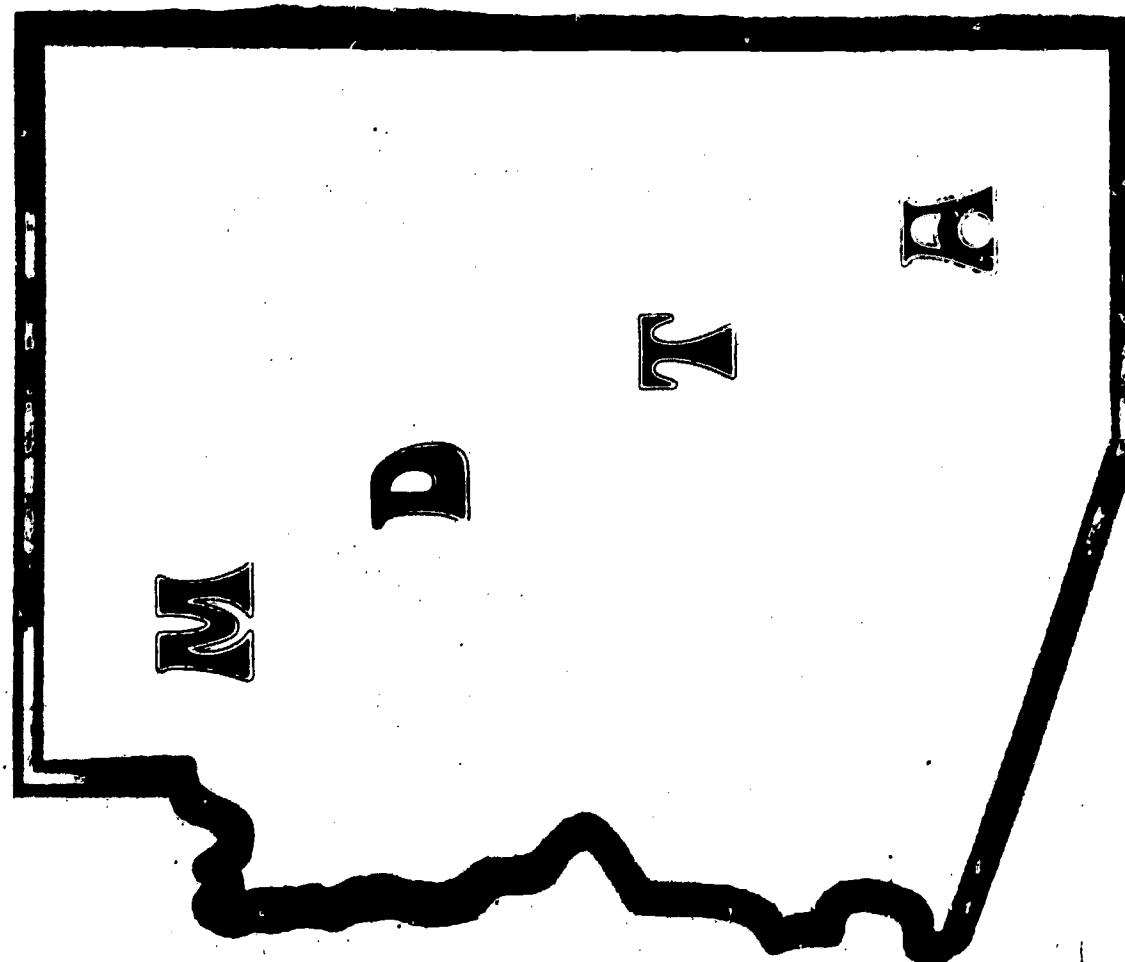
INSTITUTIONAL TRAINING PROJECTS IN ARIZONA

M D T A

Project Number

Occupation

Evaluator

Date

ED025638

AN INSTRUMENT

TO

EVALUATE

MANPOWER DEVELOPMENT TRAINING ACT

INSTITUTIONAL TRAINING PROJECTS

IN

ARIZONA

Prepared by

Carl E. Squires

AN ARIZONA MANPOWER DEVELOPMENT TRAINING PUBLICATION

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Preface

Training efforts under the Manpower Development and Training Act have made a significant impact on vocational education in the State of Arizona. The Arizona State Department of Vocational Education has implemented the institutional training component of MDTA and has strived to maintain quality instruction throughout the broad spectrum of training projects.

Recognizing that continuing assessment is basic to program improvement, the Department is initiating a formal evaluation system for MDTA institutional training. This system, through quantitative and qualitative analysis, should:

a. assist state and federal program administrators as they appraise MDTA training efforts in Arizona.

b. assist personnel at the operational level of institutional training as they design and implement various projects and programs.

A continuing review of this statewide evaluation system is necessary and desirable; therefore, the Arizona State Department of Vocational Education welcomes suggestions and comments.

MDTA INSTITUTIONAL TRAINING EVALUATION

Major Premise:

The major test of the success of MDTA Institutional Training
is the extent to which trainees secure, maintain, and/or
upgrade employment in training related occupations during
or after training.

Quantitative data are basic indicators to be used in the
evaluation of the major premise. However, a strict quanti-
tative reporting system is not sufficient to provide quali-
tative and descriptive data required to analyze underlining
factors that contribute to the success or failure of a
training project.

This document -- through use of quantitative reporting,
qualitative analysis and supporting descriptive narrative --
should provide comprehensive data for use in assessing MDTA
Institutional Training projects.

TABLE OF CONTENTS

GUIDELINES FOR WRITING THE EVALUATION DOCUMENT

Section 1

It is recommended that the statewide evaluation of MDTA Institutional Training Projects be conducted by trained MDTA Evaluators working in conjunction with State Department of Vocational Education MDTA Administrators, Program Developers, Local Supervisors, Instructional Staff Members, and Guidance Personnel. It is important that the evaluator possess a broad knowledge of vocational education, along with a detailed working knowledge of MDTA policies, procedures, and project operation.

Much of the quantitative and qualitative data required for the comprehensive analysis of a project may be collected by the local supervisor, instructors, and guidance counselors while the project is in progress. These data would be treated by MDTA Evaluators as an integral part of the project evaluation.

Consistency in the use of standards to rate project factors is basic to the success of the project evaluation.

This evaluation document is designed to be microscopic in terms of individual projects, yet it contains the flexibility to be macroscopic in terms of the statewide MDTA effort.

Several general procedures for implementation of a project evaluation are suggested:

PROCEDURES	RESPONSIBLE PERSONNEL
1. Initiate trainee profile	Local Supervisor Instructor Counselor
2. Review forms MT-1, MT-2, MT-5, MT-102, OE-4000, OE-4014, OE-4021, Project Summary Report, Original Requisitions, Purchase Orders, Receiving Reports, Inventory Reports, Payroll Records.	MDTA Evaluator

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Section 1 (continued)

PROCEDURES

PROCEDURES	RESPONSIBLE PERSONNEL
3. Write historical background of the project	MDTA Evaluator
4. Rate project evaluation factors	MDTA Evaluator Administrators Program Developers Local Supervisors Instructors Counselors Instructor Trainer
5. Write project summary	MDTA Evaluator Local Supervisor Instructor Counselor
6. Complete trainee profile	MDTA Evaluator
7. Compile project profile	MDTA Evaluator

Project # _____

Occupation _____

Section 2

BACKGROUND OF THE PROJECT

Suggested elements to include: Highlights of MT-1 including date of issue, number to be trained, criteria for selection; chronological list of significant activities in the development of the project; time and budget limitations; significant problems encountered in getting the project underway; and other pertinent background data.

Section 2 (continued)

Project # _____

Occupation _____

BACKGROUND OF THE PROJECT

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Section 3

Project # _____

Occupation _____

Date Project Ended _____

Date of this Survey _____

PROJECT SUMMARY

1. Number of trainees that enrolled in the project (number of entries in roll book)

2. Number of trainees that completed the project

3. Number of trainees, including non-completers, that are employed in the designated occupation

4. Number of trainees, including non-completers, that are employed in a related occupation

5. Predominate reason(s) for trainees not being employed either in the designated training occupation, or in a related occupation:

   a.

   b.

   c.

   .

   .

   .

6. Other summary factors:

   a.

   b.

   c.

   .

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Section 4

TRAINEE PROFILE

Project # _____

Occupation _____

Enrolled _____

1. **Age of Trainees**

   Approximate number of enrollees

   16-19 yrs.   20-24 yrs.   25-44 yrs.   45-64 yrs.   65-over

2. **Sex of Trainees**

   Number of enrollees

   Male   Female

3. **Previous Educational Attainment**

   Approximate number of enrollees

   1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 over 16

   Highest grade completed

4. **Trainee Family Income (average) for Past Three Years**

   Approximate number of enrollees

   $1000-3000 $3001-4000 $4001-5000 $5001-6000 $6001-8000

   Income per year

5. **Number of Persons in Family**

   Approximate number of enrollees

   1 2 3 4 5 6 7 8 9 10 11 12 and over

   Persons in family

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6. **Health Condition of Enrollees**

   Number of trainees with apparent need for medical attention as observed by the instructors and/or others: [ ]

   Number of trainees that received medical aid through referral agencies: [ ]

7. **Previous Gainful Employment of Enrollees**

   Approximate number of enrollees

1	2	3	4	5	6	7	8	9	10	11	12	13	14 or more

   years employed

8. **Number of Weeks Unemployed Immediately Prior to Training**

   Approximate number of enrollees

Less than 5	5 - 14	15 -26	27 - 52	Over 52

   number of weeks unemployed

   [ ] # trainees underemployed

9. **Ethnic Breakdown of Enrollees**

   Approximate number of enrollees

Amer/Indian	Negro	White	Mexican-Amer	Oriental	Other

10. **Public Assistance Status Before Training**

    # trainees [ ] recipient   [ ] non-recipient

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Section 5

PROJECT PROFILE

Project # _____

Occupation _____

(A composite of evaluation factor ratings)

Program Develop.
1 -
2 -
3 -
4 -
5 -
6 -
7 -
8 -
9 -
10 -
11 -
12 -
13 -

Curriculum
1 -
2 -
3 -
4 -
5 -
6 -
7 -
8 -

Instruct. Staff
1 -
2 -
3 -
4 -
5 -
6 -
7 -
8 -
9 -
10 -
11 -
12 -
13 -
14 -
15 -
16 -

Facility
1 -
2 -
3 -
4 -
5 -
6 -
7 -
8 -
9 -
10 -
11 -
12 -
13 -
14 -
15 -
16 -
17 -
18 -
19 -
20 -

Supv. & Adminis.
1 -
2 -
3 -
4 -
5 -
6 -
7 -
8 -
9 -
10 -
11 -
12 -
13 -
14 -
15 -
16 -
17 -
18 -
19 -
20 -
21 -

Trainee
1 -
2 -
3 -
4 -
5 -

Equipment
1 -
2 -
3 -
4 -
5 -
6 -
7 -
8 -
9 -
10 -
11 -
12 -

Supplies
1 -
2 -
3 -
4 -
5 -

Methods of Instruction
1 -
2 -
3 -

Instructor Training
1 -
2 -
3 -

Guidance & Counseling
1 -
2 -
3 -
4 -

Placement & Follow-up
1 -
2 -
3 -
4 -
5 -

Evaluation
1 -
2 -
3 -
4 -
5 -
6 -

Rating Code
Low — High

Day Project _____

Evening Project _____

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HOW TO COMPLETE THE EVALUATION FACTOR CHARTS
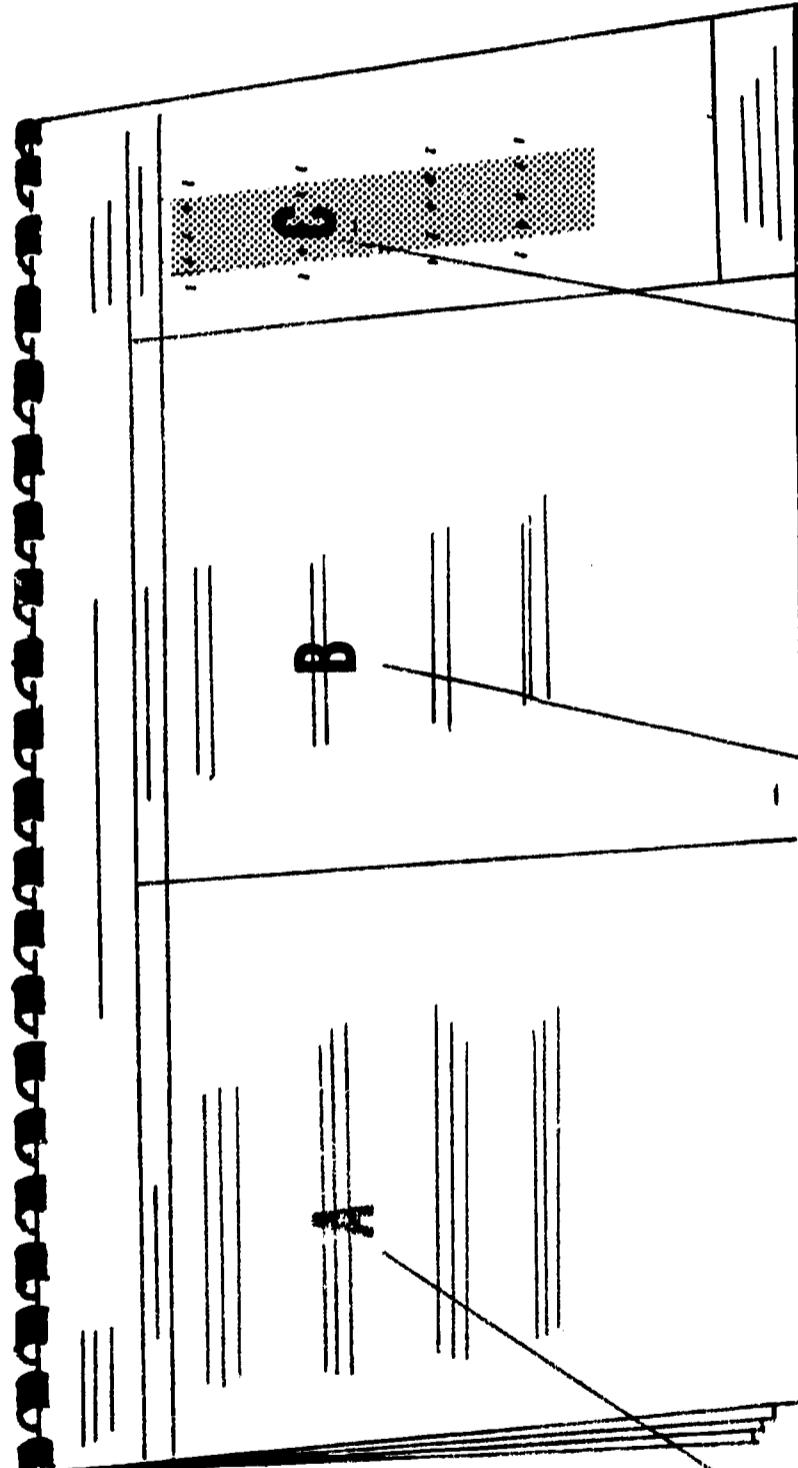
A

Standards
(Study the standard that is correlated with the factor(s) to be evaluated)

B

Evaluation Factors
(Using the correlated standard as a guide, compare the factor to the project being evaluated)

C

Factor Rating
(Circle the selected rating)

D

Narrative Items

Write a narrative item to justify each extreme rating (1 or 5) selected, plus other ratings that need further explanation. These items, keyed by topic and factor, should appear in section 7 of the document.

Project # _____

Occupation _____

MDTA Project
Standards
Factors &
Ratings

PROGRAM DEVELOPMENT
(Topic)

STANDARDS	EVALUATION FACTORS	RATING (Low 1 — High 5)
Adequate program development is reflected throughout the project.	1. Correlation of the original training plan and budget to the overall needs of the project	1 2 3 4 5
Program development should involve advisory groups, including employers from the training occupation.	2. Involvement of appropriate personnel in the project development	1 2 3 4 5
Program development includes determination of course objectives, method of training, and length of course.	3. Course objectives well developed	1 2 3 4 5
	4. Feasibility of the method of training as outlined in the training plan	1 2 3 4 5
Program developers ascertain equipment and supplies to be needed for training.	5. Training schedule well developed	1 2 3 4 5
Program developers make recommendations concerning training facilities.	6. Provisions for adequate equipment and supplies as per the training plan	1 2 3 4 5
Program developers design the comprehensive budget for the training plan.	7. Adequacy of facility as specified in the training plan	1 2 3 4 5
	8. Design of original budget	1 2 3 4 5

Turn to Section 7 and write a narrative item for each extreme rating selected.

Project # _____

Occupation _____

PROGRAM DEVELOPMENT
(Topic)

MDTA Project
Standards
Factors &
Ratings

STANDARDS	EVALUATION FACTORS	RATING Low — High
Whenever possible, program develop-ment will involve the responsible local supervisor.	9. Involvement of local supervisor in the development of the project	1 2 3 4 5
Program developers ascertain instructor and guidance services requirements.	10. Rating of the instructor and guidance service specifications as outlined in the training plan	1 2 3 4 5
Program developers should review previous similar projects, inventory lists, and other pertinent documents before and during the development of the project.	11. Review of pertinent material by program developers	1 2 3 4 5
Adequate time should be allotted for program development.	12. Time allocation for program development	1 2 3 4 5

Turn to Section 7 and write a narrative item for each extreme rating selected.

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Project # _____

Occupation _____

MDTA Project
Standards
Factors &
Ratings

TRAINEE
(Topic)

STANDARDS	EVALUATION FACTORS	RATING Low 1 2 3 4 5 High
Characteristics of trainees enrolled into the project should closely parallel the characteristics of trainees as specified on the MT-1.	1. Correlation of actual characteristics of trainees enrolled in the project versus the characteristics as indicated on the MT-1	1 5
Many occupations set certain standards for entry level skills. Trainees referred to institutional training for a specific occupation should have the capability to attain entry level skill within the time span of the project. This, of course, assumes that pertinent, quality instruction has been provided.	2. Capability of enrollees to achieve entry level skills in the occupation for which training is provided	1 5
Trainee attendance can be related to trainee accomplishment and progress; therefore, trainee regular attendance is important.	3. Rating of trainee attendance (as a class) during the project	1 2 3 4 5
Physical condition of trainees should be conducive to the physical requirements of the occupation.	4. Physical condition of trainees as related to the physical requirements of the occupation	1 2 3 4 5

Turn to Section 7 and write a narrative item for each extreme rating selected.

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MDTA Project
Standards
Factors &
Ratings

INSTRUCTIONAL STAFF
(Topic)

STANDARDS	EVALUATION FACTORS	RATING
		Low High
Skill training instructors should have a minimum of 3 years occupational experience in their teaching area.	1. Occupational experience of instructor(s)	1 2 3 4 5
Skill training instructors should be occupationally competent in their teaching area.	2. Occupational competence of instructor(s)	1 2 3 4 5
Basic education instruction should be provided by persons qualified; by training and experience, to teach basic education.	3. Competence of basic education instructor(s)	1 2 3 4 5
Instructors should possess the ability to communicate with trainees, supervisors, counselors, and other instructors by use of effective language skills.	4. Communication ability of instructor(s)	1 2 3 4 5
Instructors should possess the desire to teach.	5. Instructor(s) desire to teach	1 2 3 4 5
Instructors should relate and respond to the overall needs of the trainees.	6. Instructor relates to trainees	1 2 3 4 5
Instructors should possess and exhibit desirable social and personal traits such as tact, courtesy, patience, personal appearance, personal hygiene, and other factors that will aid in trainee management.	7. Social and personal traits of instructor(s)	1 2 3 4 5

Project # _____

Occupation _____

MDTA Project
Standards
Factors &
Ratings

INSTRUCTIONAL STAFF
(Topic)

STANDARDS	EVALUATION FACTORS	RATING Low — High
Instructors should practice effective management procedures in the class-room and shop.	9. Management and organizational ability of instructor(s).	1 2 3 4 5
Instructors should understand and observe stated directions and channels in procurement of equipment, supplies, and services.	10. Ability of instructor(s) to follow directions	1 2 3 4 5
Instructors should maintain trainee records and class progress charts.	11. Ability of instructor(s) to maintain required records	1 2 3 4 5
Instructors should maintain inventory and control of all supplies, minor equipment, and major equipment.	12. Ability of instructor(s) to maintain inventory and control of supplies and equipment	1 2 3 4 5
Instructors should structure the curriculum to meet the needs of the trainees.	13. Ability of instructor to manage curriculum material	1 2 3 4 5
Instructors should use audio visual aids, field trips, and resource persons whenever feasible.	14. Use of A-V aids, field trips, and resource persons by instructor(s)	1 2 3 4 5
Instructors should relate theory of skill training to actual practice.	15. Instructor(s) ability to relate training theory to training practice	1 2 3 4 5

Turn to Section 7 and write a narrative item for each extreme rating selected.

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MDTA Project
Standards
Factors &
Ratings

Project # _____

Occupation _____

<u>CURRICULUM</u>
(Topic)

STANDARDS	EVALUATION FACTORS	RATING Low — High
		No Yes
Curriculum should be developed by use of an advisory committee	1. Was an advisory committee used in the development of curriculum?	1 2 3 4 5
Advisory committee work should be organized and effective. Contributions made by committee should be useful in providing initial and on-going direction for the project	2. Effectiveness of the advisory committee	1 2 3 4 5
Subject matter in course outline should generally parallel job description as specified on the MT-1.	3. Relationship of course outline to job description on MT-1	1 2 3 4 5
Course content should relate specifically to knowledge and practice required to fulfill job duties.	4. Relationship of course content to job duties	1 2 3 4 5
Time allotted to each training topic should be well planned.	5. Accuracy of time allotment for each training topic	1 2 3 4 5
Curriculum should be previewed by the instructor and local supervisor at least one week prior to the starting date of the project	6. Curriculum previewed by instructor	1 2 3 4 5
	7. Curriculum previewed by local supervisor	1 2 3 4 5

Turn to Section 7 and write a narrative item for each extreme rating selected.

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MDTA Project
Standards
Factors &
Ratings

Project # _____

Occupation _____

SUPERVISION AND ADMINISTRATION
(Topic)

STANDARDS	EVALUATION FACTORS	RATING
		Low High
Written policies and procedures are essential for efficient supervision and administration.	1. A handbook of personnel policies outlining job descriptions, instructor responsibilities, operating procedures, salary information, fringe benefits, and other information is clearly stated, compiled in convenient form, and available to all interested persons.	1 2 3 4 5
Effective personnel evaluation is necessary for program improvement.	2. A procedure for periodic evaluation of the instructional staff is utilized.	1 2 3 4 5
Instructor staffing should be regarded as one of the most important administrative functions.	3. An accurate and complete personnel file is maintained on each instructor.	1 2 3 4 5
	4. Administrative attention devoted to instructor details.	1 2 3 4 5
Selection of instructors should involve the local supervisor who will work with the new instructors.	5. Involvement of local supervisor in selection of instructors	1 2 3 4 5
A formal orientation program should be conducted for new instructors.	6. Degree of formal orientation for new instructors	1 2 3 4 5
Adequate clerical and reproduction services should be available for instructors, supervisors, and guidance personnel.	7. Quality and quantity of clerical and reproduction services	1 2 3 4 5

Turn to Section 7 and write a narrative item for each extreme rating selected.

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MDTA Project
Standards
Factors &
Ratings

SUPERVISION AND ADMINISTRATION
(Topic)

STANDARDS	EVALUATION FACTORS	RATING Low — High
The administration should provide and promote a competitive remuneration system for instructors, supervisors, and guidance personnel.	8. Beginning salaries are sufficient to attract qualified applicants	1 2 3 4 5
	9. Salary schedule is well defined	1 2 3 4 5
	10. Salary schedule is adequate to hold qualified personnel	1 2 3 4 5
	11. Policies include a reasonable provision for sick leave	1 2 3 4 5
	12. Policies outline procedure for obtaining group life and health insurance	1 2 3 4 5
A clearly stated employment agreement should be effected between employees and the employing agency.	13. Effective employment agreement	1 2 3 4 5
Communication channels should be well defined and open to all personnel.	14. Communication procedures	1 2 3 4 5
The administration should provide for, and encourage, employee "feed-back" to alleviate internal personnel problems.	15. "Feed-back" system for employees	1 2 3 4 5
The administration should utilize a modern inventory control system for ascertaining equipment amounts, location, and availability.	16. Inventory system and procedures	1 2 3 4 5

Turn to Section 7 and write a narrative item for each extreme rating selected.

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Project # _____

Occupation _____

MDTA Project
Standards
Factors &
Ratings

SUPERVISION AND ADMINISTRATION
(Topic)

STANDARDS	EVALUATION FACTORS	RATING Low				RATING High
		Low				High
The administration should provide the instructional staff with adequate preparation time.	17. Adequacy of preparation time allotted to instructors	1	2	3	4	5
Full utilization should be made of the state MDTA staff in the development and implementation of a program or project.	18. Utilization of state MDTA staff	1	2	3	4	5
The administration should exhibit orderly, efficient, and accurate management of funds.	19. Fund management by supervisors and administrators	1	2	3	4	5
The administration should foster a state of high morale for personnel.	20. Morale of personnel	1	2	3	4	5

Turn to Section 7 and write a narrative item for each extreme rating selected.

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Project # _____

Occupation _____

MDTA Project
Standards
Factors &
Ratings

<u>FACILITY</u>
(Topic)

STANDARDS	EVALUATION FACTORS	RATING Low — High
The facility should lend itself to the overall needs of the project in terms of:		
a. location, including accessability.	1. Location of facility	1 2 3 4 5
b. type	2. Adaptability of facility to project	1 2 3 4 5
c. size	3. Size of facility	1 2 3 4 5
d. lighting	4. Lighting of facility	1 2 3 4 5
e. heating	5. Heating of facility	1 2 3 4 5
f. cooling	6. Cooling of facility	1 2 3 4 5
g. power and water services	7. Power and water services of building	1 2 3 4 5
h. physical layout	8. Physical layout of building	1 2 3 4 5
i. parking accommodations (trainees and staff)	9. Parking accommodations	1 2 3 4 5
j. noise control	10. Noise control in facility	1 2 3 4 5
k. maintenance service, including custodial services	11. Maintenance service	1 2 3 4 5

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MDTA Project
Standards
Factors &
Ratings

Project #

Occupation

FACILITY
(Topic)

STANDARDS	EVALUATION FACTORS	RATING Low				High
l. storage capability	12. Storage facility	1	2	3	4	5
m. security	13. Security conditions of facility	1	2	3	4	5
n. cost	14. Measure of cost of the facility	1	2	3	4	5
o. access to public transportation	15. Availability of public transportation	1	2	3	4	5
p. restrooms (trainees and staff)	16. Availability of restrooms for trainees and staff	1	2	3	4	5
q. general safety	17. Safety features such as fire alarms and emergency exits	1	2	3	4	5
r. drinking water	18. Availability of cool drinking water	1	2	3	4	5
s. preparation room for instructors	19. Adequate room for preparation of instructional materials, and instructor study	1	2	3	4	5
t. food service	20. Adequate food service for trainees and staff	1	2	3	4	5

Turn to Section 7 and write a narrative item for each extreme rating selected.

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Project # _____

Occupation _____

MDTA Project
Standards
Factors &
Ratings

EQUIPMENT
(Topic)

STANDARDS	EVALUATION FACTORS	RATING Low ... High
Whenever possible, equipment from previous or concurrent projects should be utilized.	1. Effective use of available equipment from other projects	1 2 3 4 5
Whenever possible equipment from excess and surplus property sources should be utilized.	2. Effective use of available equipment from excess and surplus property sources	1 2 3 4 5
Equipment procurement procedures should be initiated in time to assure timely delivery of equipment.	3. Equipment delivered and installed at the proper time	1 2 3 4 5
Adequate amounts and kinds of equipment should be specified in the original training plan.	4. Adequacy of amounts and kinds of equipment as specified in the training plan	1 2 3 4 5
Quality of equipment should meet current industrial or commercial standards.	5. Quality of equipment	1 2 3 4 5
Service for equipment should be readily available.	6. Availability of service for equipment	1 2 3 4 5
The instructional program should not be affected by equipment that is "out of commission."	7. Availability of equipment for instructional use	1 2 3 4 5

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MDTA Project
Standards
Factors &
Ratings

Project # _____

Occupation _____

EQUIPMENT
(Topic)

STANDARDS	EVALUATION FACTORS	RATING Low High
Cost of equipment should reflect the educational discount factor.	8. Cost of equipment	1 2 3 4 5
Quality and quantity and adaptability of equipment will contribute to the overall success of the project.	9. Contribution of the equipment to the success of the project	1 2 3 4 5
An on-going equipment inventory procedure should be in operation.	10. Effectiveness of equipment inventory procedure	1 2 3 4 5
Instructors and trainees should exercise reasonable care in the use of supplies and equipment.	11. Care of equipment by instructor(s) and trainees	1 2 3 4 5

Turn to Section 7 and write a narrative item for each extreme rating selected.

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Project # _____

Occupation _____

MDTA Project
Standards
Factors &
Ratings

SUPPLIES
(Topic)

EVALUATION FACTORS	RATING Low — High	STANDARDS
1. Adequacy of budget to cover necessary instructional supplies	1 2 3 4 5	Adequate funding amounts for instructional supplies should be encumbered in the original budget.
2. Flexibility of supply specifications	1 2 3 4 5	Original budget should provide needed flexibility in the specification of supplies.
3. Necessary supplies on hand for the start of the project	1 2 3 4 5	Supplies needed for project initiation should be ordered in time to assure timely delivery.
4. Effectiveness of supply inventory procedure	1 2 3 4 5	An on-going supply inventory procedure should be utilized and should insure against "panic" requisitions.

Turn to Section 7 and write a narrative item for each extreme rating selected.

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Project # _____

Occupation _____

METHODS OF INSTRUCTION
(Topic)

STANDARDS	EVALUATION FACTORS	RATING Low ___ High
Various methods of teaching should be reviewed with instructors by the instructor trainer and local supervisor.	1. Review of instructional methods with instructors	1 2 3 4 5
Methods of instruction that meet the specific needs of the trainees and the curriculum should be utilized.	2. Effective use of instructional methods	1 2 3 4 5

Turn to Section 7 and write a narrative item for each extreme rating selected.

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MDTA Project
Standards
Factors &
Ratings

Project # _____

Occupation _____

INSTRUCTOR TRAINING
(Topic)

STANDARDS	EVALUATION FACTORS	RATING Low 1 2 3 4 5 High
The instructor trainer, through study and observation, should determine the need for instructor involvement in training workshops, teaching demonstrations, and other teacher training activities.	1. Accuracy of determination of instructor training needs	1 2 3 4 5
Whenever necessary, instructor training will involve the holding of training workshops to cover instructor orientation, teaching demonstrations, development of instructional materials, preparation of course outlines, review of trainee evaluation techniques, and methods to be used for record keeping.	2. Timely and effective use of training workshops	1 2 3 4 5

Turn to Section 7 and write a narrative item for each extreme rating selected.

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Project # _____

Occupation _____

MDTA Project
Standards
Factors &
Ratings

GUIDANCE AND COUNSELING
(Topic)

STANDARDS	EVALUATION FACTORS	RATING
		Low .... High
An effective guidance service makes available to the instructor and other authorized persons information about trainees that the service has collected and interpreted.	1. Dissemination of available trainee data to instructors and other authorized persons	1 2 3 4 5
Guidance personnel should make extensive use of referral agencies concerning vocational placement, techniques of securing employment, health, and personal adjustment problems.	2. Effective use of referral agencies as needed	1 2 3 4 5
Counselors should assist in analyzing student and/or program failures and suggest remedial procedures.	3. Counselor involvement in project evaluation	1 2 3 4 5

Turn to Section 7 and write a narrative item for each extreme rating selected.

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Project # _____

Occupation _____

PLACEMENT AND FOLLOW-UP
(Topic)

MDTA Project
Standards
Factors &
Ratings

STANDARDS	EVALUATION FACTORS	RATING Low				High

Trainee placement or non-placement will highlight the following elements of the MDTA total effort:

a. accuracy of employer survey

b. accuracy of project MT-1

c. adequate selection and referral of properly qualified trainees to the project

d. adequacy of the training plan and budget as developed by the program developer.

e. pertinent, quality instruction during the project – backed up by effective administration, supervision, and guidance services

f. stability of predicted labor market trends during the duration of the project

g. effort of placement personnel to match trainee to employment slot

Trainee follow-up along with overall project evaluation can be utilized to isolate the strong and weak elements as outlined above.

EVALUATION FACTORS

1. Measure of time spent on placement effort — 1 2 3 4 5

2. Emphasis on placement by responsible personnel — 1 2 3 4 5

3. Measure of time spent on trainee follow-up effort — 1 2 3 4 5

4. Utilization of a formal system of trainee follow-up — 1 2 3 4 5

Turn to Section 7 and write a narrative item for each extreme rating selected.

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Project # _____

Occupation _____

EVALUATION
(Topic)

MDTA Project Standards Factors & Ratings

STANDARDS

On-going evaluation may be used to improve nearly all elements of a project. The following elements must be under near constant evaluation.

a. instructor evaluation

b. trainee evaluation

c. cost control evaluation

EVALUATION FACTORS

	RATING		
	Low		High
1. Rate emphasis on instructor evaluation in terms of pertinent, quality instruction.	1	2 3 4	5
2. Rate emphasis on trainee evaluation in terms of project goals.	1	2 3 4	5
3. Rate emphasis on cost control evaluation including equipment inventory, supply inventory, budget status, and fund management.	1	2 3 4	5
4. Emphasis on trainee placement and follow-up evaluation	1	2 3 4	5
5. Emphasis on overall project on-going evaluation	1	2 3 4	5

Turn to Section 7 and write a narrative item for each extreme rating selected.

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Section 7

Evaluation Factor Number	Topic	Supporting Narrative Item

Section 7			Supporting Narrative Item
Evaluation Factor Number	Topic		
___	___		
___	___		
___	___		
___	___		
___	___		
___	___		
___	___		

Section 7

Evaluation Factor Number	Topic	Supporting Narrative Item

Section 7

Evaluation Factor Number	Topic	Supporting Narrative Item

Section 7

Evaluation Factor Number	Topic	Supporting Narrative Item

Section 7			
Evaluation Factor Number	Topic		Supporting Narrative Item